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ABSTRACT

Developed for grades kindergarten through four, this book contains activities for using the newspaper as an educational resource for content area instruction. The first two sections of the book offer a pretest for determining how much students use newspapers and what they know about newspapers, and introductory information on newspaper components and terminology. The remaining five sections list activities for using the newspaper in reading, language arts, mathematics, social studies, and science instruction. Appropriate grade levels are suggested for each activity. (RL)

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Friendly man from A-B-E tells tales of intrigue
Pages 5, 6

THE MORNING CALL

Lehigh Valley's Greatest Newspaper

820-6500 ALLENTOWN, PA., THURSDAY, SEPTEMBER 1, 1977 15¢ .../90¢

Tongsun Park indicted secre

By CHARLES R. BABCOCK
Of The Washington Post

WASHINGTON — A federal grand jury in Washington has handed down a secret indictment against Tongsun Park, the South Korean businessman whose testimony is considered crucial to investigations of South Korean influence buying in Congress.

The Washington Post has learned that a sealed indictment naming Park was filed Friday in the court of U.S. District Judge John Pratt.

The nature of the charge could not be learned, but a source familiar with the evidence involving Park said it was likely to be a bribery statute, since such a violation would be included in U.S. extradition treaties with most countries.

The indictment apparently was sealed because Park is in South Korea and the United States has no extradition treaty with that country. One source close to the case added that a sealed indictment also could be used as "ammunition" to get Park to return to the United States and testify voluntarily, since the charges would not be made public until the indictment is unsealed, the source said. Park's agreement to cooperate might result in the indictment being dropped.

Justice Department attorneys refused to comment officially last night on the details of strategy behind the indictment. But they were known to fear that publication of the news might harm their efforts to get Park returned to the United States.

The White House and ally Gen. Griffin B. Bell have said they have been using diplomatic channels to get the South Korean government for help in questioning Park.

Park's attorney, William G. Hundley, said last night he had not been informed of the indictment. "It's certainly news to me," he said. "The ... word I had was that they (Justice Depar... attorneys) had enough evidence to indict but not enough to convict. So they thought it was irrational to indict."

In a related development, Bell told the Los Angeles Times in a broadcast interview that the criminal investigation of South Korean lobbying had uncovered many names of businessmen but "very few" cases that could be prosecuted. He indicated that most cases would harm the careers of former members, but probably not against any current members of Congress.

It was reported last fall that U.S. intelligence agencies had found that the South Korean government launched an intensive lobbying campaign on Capitol Hill in the early 1970s, using Tongsun Park as a key operative who gave cash and used three Seoul-based parties for U.S. politicians.

After cooperating briefly with Justice Department investigators last fall, Park soug... country for London.

He flew unexpectedly to ... reluctantly to visit his sick mot... press conference designed to ... any U.S. congressmen.

He also urged the ... States to lastly defer ... Committee on his ...

Close Park ... Department ... metal for ... lucrative ... that ... the ...

Chicago m...

Penn Sta...

By JOSEPH NOCERA
Capitol Hill News Ser...

WASHINGTON ... State University ... least $8,712 in ... biological ... MIKULTR... News Ser...

Female janitors earned less

Philadelphia clergyme... vigorous police brutality ...

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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MAKE IT RELEVANT

A GUIDE FOR USING THE NEWSPAPER IN GRADES K-4

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Produced by the Call-Chronicle School Services Department

ED206009

MAKE IT RELEVANT

The cry for "relevance" in education is nothing new. Since the 1960s, it's grown louder than ever. Parents, politicians and business leaders have joined students in their push for education based on reality -- education that will prepare them for life beyond the protected walls of high school.

Making education relevant and up to date hasn't been easy. Even with the introduction of "open concept" education and "individualized learning," teachers are still faced with textbooks that are a year out of date by the time they reach the classroom. And few textbooks deal with the things that interest students most -- happenings in their own home town.

The daily newspaper is one "textbook" that offers a solution. In addition to offering current news about the nation and the world, it covers a subject no other text can -- the local scene. It also offers a variety of materials on several different reading levels: everything from ads and comics to editorials.

As part of the Call-Chronicle's Newspaper-in-Education program (NIE), two area teachers -- Mrs. Heather Stoneback and Mrs. Mimi Roth -- have developed "Make It Relevant" for the primary grades. Both have used newspapers in their primary classes and believe it's never too soon to introduce children to the one "textbook" they'll use the rest of their lives.

The Call-Chronicle is proud to offer this book to all teachers who wish to develop the newspaper as a resource for their students. We hope you'll give NIE a try!

Mrs. Mary Steigerwalt
Director of School Services
Editor, "Make It Relevant"

Call-Chronicle Newspapers, Inc.
Allentown, PA.

ABOUT THE AUTHORS

HEATHER R. STONEBACK, an Allentown native, has taught first grade in the Northwestern Lehigh School District for several years. She holds a B.A. in journalism and an M.A. in elementary education from Lehigh University.

MIMI G. ROTH has taught second and third grades almost 20 years. Born in New York City, she started her teaching career in Long Beach, N.Y. Upon moving to Allentown, she began teaching in the Allentown Public Schools. Mimi has served as a Call-Chronicle news coordinator at Roosevelt School for several years.

Both teachers were chosen to write "Make It Relevant" for Grades K-4 on the basis of their interest in journalism and use of newspapers in the classroom. It is their hope that the lessons included in "Make It Relevant" are practical and useful, capable of generating lasting interest in the world outside the classroom.

Contents

1. Message to the Teacher

2. Introducing the Newspaper

3. Reading

4. Language Arts

5. Mathematics

6. Social Studies

7. Science

1. Message to the Teacher

MESSAGE TO THE TEACHER

The purpose of this guide is to:

1. Present the newspaper as a "living textbook" which can be used by students in the classroom and beyond the classroom.
2. Teach the pupil to locate information in a newspaper.
3. Teach students to evaluate and react to what they read in the newspaper.
4. Convey the importance of a free press in a free society.
5. Provide the classroom teacher with an alternate, high-interest teaching tool.

The lessons in "Make It Relevant" were designed to be used with any of the following teaching methods:

1. Learning centers
2. Discussion
3. Silent directed reading
4. Group activities and research
5. Role-playing
6. Bulletin board displays
7. Scrapbooks
8. Art, murals, posters

At the end of each chapter, a page has been provided for "feedback." The page was intended for the teacher's comments, suggestions or criticisms about each lesson as it is used. Such comments can be helpful in revising the lesson for greater effectiveness.

Before using the daily newspaper with your pupils, it might be helpful to administer a short pre-test to determine the extent of your students' newspaper training. The following pre-test can be duplicated for individual use or read aloud to be answered by a group.

PRE-TEST

1. Does your family get a daily newspaper? _____

   If so, what is its name? _____

2. Which parts of the newspaper do you like?

___ Advice columns	___ TV news
___ Business news	___ Weather news
___ Comics	___ Fashion news
___ Department store ads	___ Front page
___ Crossword puzzles	___ Food ads
___ Death notices	___ Horoscopes
___ Editorials	___ Local news
___ Movie ads	___ Letters to the editor
___ Pictures	___ Want ads
___ Sports news	___ Wedding news

3. Which part of the newspaper do you like the most?

   _____

4. Do you look through the entire newspaper, front to back?

   _____

5. Do you follow important news stories day to day?

   _____

6. How much of the newspaper do you believe?

   ___ All of it

   ___ Most of it

   ___ Some of it

   ___ None of it

7. Where do you get most of your information about current events?

   _____

8. What is an editorial? _____

_____

9. What do the letters "AP" stand for?

_____

10. What is "freedom of the press?" _____

_____

11. What are the names of the newspapers in your town?

_____

12. Are all newspapers alike? Explain. _____

_____

2. Introducing the Newspaper

TOPICS INCLUDED:

Introducing the Sections of the Newspaper
The Functions of a Newspaper
Good vs. Bad News
Local and Non-Local News
How a Newspaper Gathers News
Wire Services and Their Function
What Makes an Advertisement Effective
News Writing
The Inverted Pyramid
Making a Class Newspaper
Writing Headlines
Writing Reviews
Freedom of the Press and Censorship
Differences in Newspapers
A Glossary of Newspaper Terms
Addresses of Major U.S. Newspapers

SECTIONS OF THE NEWSPAPER

Grades 1-4

To illustrate the various sections of the newspaper, make a class bulletin board including national and international news, local news, display ads, classified ads, sports news, comics, etc.

Ask your pupils to draw pictures of the people who would be most interested in each type of news.

INTRODUCING THE INDEX

Grades 1-4

Familiarize children with the sections of the newspaper by using the index to locate information. When locating information in a particular section, ask the children how that section serves the community. (Example: Where is the weather report located? How does it serve readers?) Questions can be mimeographed for older students.

HEADLINE IDENTIFICATION

Grades 2-4

Clip headlines from stories in each section of the newspaper. Ask students to guess which section each story came from.

SCRAPBOOK PROJECT

Grades K-1

Familiarize young readers with sections of the newspaper by having them paste the following items in scrapbooks:

a. the name of the newspaper
b. the index (use the index to find other sections)
c. headlines from the front page
d. a news photo
e. a large ad
f. birth and death notices
g. an editorial
h. a comic strip
i. a sports photo
j. weather map

Ask pupils to label each item, copying words from a list on the chalkboard.

SCRAPBOOK PROJECT

Grades 2-4

Have each pupil choose a category on which to base a scrapbook of newspaper clippings. Titles might include:

a. My Alphabet or Word Book
b. People I Would Like to Know
c. Rhymes (pictures, words or both)
d. A Picture Menu for a Day (or special occasion)
e. Favorite Comic Strips
f. What Happened (pictures with child's own story)
g. Clothes For My Family
h. Weather

When the books are finished, pupils may wish to exchange them.

FUNCTIONS OF THE NEWSPAPER

Grades 3 and 4

Discuss how the newspaper meets the needs of the community. Then, make a classroom bulletin board illustrating the following functions of a newspaper:

a. to report news accurately and adequately
b. to interpret the news (editorials, editorial cartoons)
c. to help the community carry out its business transactions
d. to entertain, amuse or give enjoyment
e. to help solve community problems

GOOD VS. BAD NEWS

Grades 2-4

Ask your pupils to study the stories on page one of the day's newspaper. Place a "B" on all the stories that give us bad news and a "G" on all the stories that give us good news.

Discuss: Which stories affect the most people? Do you believe the expressions "No news is good news" and "What you don't know can't hurt you?"

GATHERING NEWS FROM NEAR AND FAR

Grades 3 and 4

Ask children to clip two local stories, two national news stories and two international news stories. Discuss how the information was probably gathered for each story.

LOCAL AND NON-LOCAL NEWS

Grades 3 and 4

Help your pupils identify local and non-local news stories by placing a "U" on all stories about the United States, a "P" on stories about Pennsylvania and an "A" on stories about Allentown (or a letter corresponding to your town). Where is local news usually found in your paper?

WHERE DOES NEWS COME FROM?

Grades 3 and 4

News is sent to the newspaper by national and international wire services and news syndicates. Some is written by local reporters. Some stories must be assigned well in advance, while others are dealt with the moment they happen.

Examine the newspaper with your pupils and make a list of the ways newspapers get news. (wire services, syndicates, personal interviews, phone interviews, news releases sent in the mail, police and fire radio bulletins, etc.)

WIRE SERVICES

Grades 3 and 4

Point out the letters "AP" at the beginning of a news story on the front page. Discuss what the letters stand for. Can your students find the names or initials of any other wire services in the newspaper? (AP - Associated Press; LA Times - Los Angeles Times; Washington Post; NY Times - New York Times; Knight-Ritter News Service; Chicago Sun Times; Chicago Daily News; etc.)

Discuss: Why do newspapers rely on wire services? (Wire services supply newspapers with stories from other states and nations. It is also faster to receive a story "over the wires" than wait for the story to arrive in the mail. It is often impractical to send a local reporter to an event out of the area.)

Ask your pupils to clip all the wire stories appearing in one day's paper.

CREATING AN ADVERTISEMENT

Grades 2-4

Discuss the fundamentals of a successful ad:

a. It gets attention.
b. It shows the advantage of the product or service.
c. It creates a need.
d. It pursuades the reader.
e. It asks for action from the reader.

Have your pupils create their own advertisements for something they would like to sell. Remind them to include the fundamentals of a good ad.

NEWS WRITING

Grades 1-4

Have children read or listen to a short news story, trying to pick out the "5 Ws" -- who, what, when, where and why. Discuss why the "5 Ws" are important.

a. The "5 Ws" are the main facts of the story.
b. They are generally located in the first and second paragraphs.
c. At least two of the "5 Ws" generally appear in the headline.

Practice writing simple news stories based on classroom experiences. Be sure to include the "5 Ws" near the beginning.

INVERTED PYRAMID: ESSENTIAL FACTS FIRST

Grades 3 and 4

Select a short news story of interest to your pupils and cut it apart into paragraphs. Number each paragraph on the back in the order it appeared. Following an explanation of the inverted pyramid style of news writing ("5 Ws" or who, what, when, where and why first, followed by less and less important details), ask pupils to arrange the scrambled paragraphs in the order they appeared in the paper.

Alternate arrangements are permitted if they make sense and follow the inverted pyramid style. Ask children to check their work by turning the paragraphs over and checking the numbers. Discuss variations.

MAKING A CLASS NEWSPAPER, THE REPORTER'S BEAT

Grades 2-4

To dramatize the job of a news reporter with a daily "beat," assign each pupil a beat to cover once a day. (Examples: cafeteria, gym, principal's office, bus stop, nurse's office, etc.) At the end of the week, ask each child to write a news story about the events on his beat.

To make a class newspaper, combine news stories with other items such as: index, photos or illustrations, display and classified ads, editorials and letters to the editor, creative writing, advice columns, recipes, sports stories, cartoons and comics. Newspapers can be printed by hand or typed, then duplicated.

Remind children to include the "5 Ws" (who, what, when, where and why) at the beginning of each news story.

NEWS WRITING, FAIRY TALES

Grades 3 and 4

Ask each child to act as a reporter, writing news based on favorite fairy tales. Review the inverted pyramid style of news writing before they begin ("5 Ws" first, followed by less and less important details).

Example:

Miss Sleeping Beauty of 3455 Merriweather Lane, Coopersburg, was awakened from a 365-day coma late yesterday afternoon at Black Manor Estate, Whitehall.

According to several eye witnesses, visiting dignitary Prince Charming of Schnecksville found Miss Beauty in a sleep-like coma in the upper chamber of her aunt's castle.

"He kissed her, and she snapped right out of it!" exclaimed Mrs. Betty Scrub, a castle worker.

Why Miss Beauty slipped into a coma exactly a year ago has not been determined.

HEADLINES FOR FAIRY TALES

Grades 3 and 4

Select several well-known fairy tales and use them as the basis for a lesson on headline-writing. Inform

students that headlines usually reflect the main idea of the story, are brief and are written in the present tense. Each headline should also contain a noun and a verb.

Practice writing headlines for each of the fairy tales.

WRITING HEADLINES FOR NEWS STORIES

Grade 4

Write 10 headlines from the day's paper on the chalkboard and ask students to interpret the headlines in full sentence form. Which small words are usually dropped for the sake of conciseness?

Give each student a news story with the headline removed. Ask him to write a headline, being sure to include a noun and a verb, the main idea of the article and the present tense. Compare students' headlines to the headlines that actually appeared with the stories.

WRITING A REVIEW

Grade 4

Have students read several newspaper reviews of books, plays, movies and TV shows. Ask them to write their own review for a book they've recently read or a show they've seen. Details to be covered in the review might include music (if any), scenery, dialogue, characters, plot and ending.

WRITING NEWS AS A REWRITE MAN

Grades 3 and 4

As an exercise in news writing, have your class pretend each student is employed as a newspaper rewrite man. "Call a story into the paper" by dictating the basic facts of a news event. Ask pupils to take notes as you dictate, just as a rewrite man would. Then, ask them to write a story based on the information you conveyed.

FREEDOM OF THE PRESS

Grade 4

Clip one story from each students' copy of the day's newspaper, then pass the papers out without explaining the missing story. Note your pupils' reactions to receiving a "censored" copy.

Discuss: What is "censorship?" The first amendment to the U.S. Constitution guarantees "freedom of the press." What does that mean?

Discuss with advanced groups: Should newspapers be allowed to criticize the government? Should the government be allowed to control news in time of war? Should newspapers publish the names of juveniles who break the law?

DIFFERENCES IN NEWSPAPERS

Grades 3 and 4

Write to several newspapers in each geographic area of the United States and ask for a sample copy of their daily paper. (See page I0 in this section for addresses.)

Ask your pupils to locate articles in each paper which are tailored to readers from that area. Can they find any articles which show how people in that area of the country earn a living?

NEWSPAPER TERMS

The following terms are related to the world of journalism. How many can your pupils define?

AP - Associated Press

BEAT - The reporter's regular area of coverage, such as local government or police news.

BYLINE - The author's name at the beginning of an article.

CLASSIFIED AD - A "want ad" or ad set in small type, located toward the rear of the newspaper. Called "classified ads" because they are grouped according to classification.

COPY - Any stories, ad descriptions, illustrations or photos used in the newspaper.

CUTLINE - Caption under a news photo.

DATELINE - The line at the beginning of a news story giving the name of the place in which a story was written.

DISPLAY AD - Ads for clothing, food, etc., which include art or photos as well as type. (Display ads also use color from time to time.)

EARS - Spaces at the top of the front page on each side of the paper's name; usually boxed in with weather news, information about a special feature appearing in tne paper or a special announcement.

EDIT - To measure, proofread, write a headline and approve a story for publication.

EDITION - Many newspapers publish more than one edition a day. Each edition is identified by a symbol found near the name of the newspaper on the front page. The Call-Chronicle uses one, two or three stars to indicate its various editions. The purpose of different editions is to regulate delivery and provide localized news coverage.

EDITOR - One who edits copy, measures stories and photos, sketches layouts and writes headlines. Certain editors also write editorials.

EDITORIAL - An article containing the newspaper's opinion on an issue currently in the news. Editorials are generally located on the editorial page.

FEATURE ARTICLE - A story written in the present tense with no immediate deadline for release or publication. Feature articles are often about food, fashions, music groups, gardening, etc.

FILLER - Short, informative news items used to fill small spaces in the newspaper. (Fillers are being phased out of use.)

HARD NEWS - Factual news stories without editorial comment.

HEADLINE - Larger type set above a news story, intended to create reader interest and serve as a key to what the story is about.

KILL - To remove a story from the newspaper.

LAYOUT (or "dummy") - A plan or sketch of each newspaper page, indicating where photos, news, headlines or ads are to be placed.

LEAD (pronounced "leed") - The first sentence or paragraph of a story, designed to include the "5 Ws" of news writing: who, what, when, where and why.

LOGO - The name of a newspaper, set in a particular style of type so it can easily be recognized. (Examples: The Morning Call, Evening Chronicle, Weekender, Sunday Call-Chronicle)

MASTHEAD - A box of information usually found on the editorial page, containing the name of the newspaper, its owner and publisher, executives, volume number, number of years published, etc.

PUBLISHER - The person responsible for the total operation of the newspaper. The publisher, in many cases, is the owner.

REWRITE MAN - A reporter responsible for taking details of an event over the telephone and writing an article for a reporter.

SCOOP - An exclusive story which has not appeared in any other newspaper.

SUBSCRIBER - One who gets the newspaper delivered on a daily basis to his home or place of business.

TIP - Information from a source outside the newspaper leading to an interesting news story.

WIRE COPY - Stories sent "over the wires" from AP, UPI or any of a number of other wire services.

WIREPHOTO - Photos sent "over the wires" from AP or another wire service.

ADDRESSES ...
of some of the major newspapers in the U.S.

The New York Times
229 W. 43rd St.
New York, N.Y. 10036

The Christian Science Monitor
1 Norway St.
Boston, Mass. 02115

The Milwaukee Journal
Journal Square
Milwaukee, Wis. 53201

St. Louis Post-Dispatch
St. Louis, Mo. 63101

The Washington Post
1515 L St. N.W.
Washington, D.C. 20005

The Courier Journal
525 W. Broadway
Louisville, Ky. 40202

The Atlanta Constitution
P.O. Box 4689
Atlanta, Ga. 30302

The Chicago Tribune
435 N. Michigan Ave.
Chicago, Ill. 60611

The Des Moines Register
715 Locust St.
Des Moines, Iowa 50304

The Kansas City Star
1729 Grand Ave.
Kansas City, Mo. 64108

The Baltimore Sun
Calvert & Centre Sts.
Baltimore, Md. 21203

The Miami Herald
1 Herald Plaza
Miami. Fla. 33101

Chicago Daily News
401 N. Wabash Ave.
Chicago, Ill. 60611

Los Angeles Times
Times Mirror Square
Los Angeles, Calif. 90053

Wall Street Journal
Dow Jones & Co., Inc.
22 Cortlandt St.
New York, N.Y. 10007

Note: See the World Almanac for other listings.

3.
Reading

TOPICS INCLUDED:

Alphabet
Spelling Your Own Name
Alphabetical Order
Letter Discrimination (b,d; p,q; etc.)
Classifying
Comprehension Skills
Memory Reinforcement
Contractions
Left-to-Right Visual Training
Left and Right
Similarities and Differences
Word Recognition
Identifying the "5 Ws" of a News Story
Reading for the Main Idea
Predicting Outcomes
Skimming
Reading for Specific Information
Introducing the Classified Ads
Outlining
Fact vs. Opinion
Rhyming
Sequencing
Vocabulary Reinforcement
Crossword Puzzles
Descriptive Words
Initial Sound Recognition
Vowels, Diagraphs, Consonant Blends
Syllables
Prefixes and Suffixes
Compound Words
Antonyms, Synonyms, Homonyms

ALPHABET
Grades K and 1

Ask pupils to clip letters from headlines and ads until they have enough to complete the entire alphabet in upper and lower case. Paste the letters on long scrolls of paper and display them throughout the room.

ALPHABET
Grades K and 1

Clip several headlines and ask pupils to count and see how many different letters each headline contains.

ALPHABET- Spelling Your Own Name
Grades K and 1

Ask pupils to clip letters from headlines or ads until they have the proper letters to spell their names. Have each child paste the letters on a piece of paper to spell his name.

ALPHABETICAL ORDER
Grades 1-4

Once children have mastered the alphabet, have them practice putting headline words in alphabetical order.

LETTER DISCRIMINATION
Grades K and 1

To help pupils recognize letters that are easily confused (such as "b" and "d"), ask them to circle the letters in headline words. First, circle all the b's, then all the d's.

Cut the words containing "b" and "d" out of the paper and paste them on word cards. Use the cards for drill. (Pick up the words that contain "b" with your right hand and all the words containing "d" with your left hand.)

CLASSIFICATION
Grades K-4

Cut out short news articles or pictures about pets, food, toys or occupations and have children classify them under the appropriate heading on a bulletin board.

CLASSIFICATION
Grades K and 1

Ask pupils to classify newspaper pictures according to sounds. Some of the suggested sounds might be: farm, city, airport or home. Discuss the sounds you would associate with each picture.

CLASSIFICATION
Grades K-4

Ask pupils to study furniture ads and cut out articles which would go in a bedroom, kitchen, etc. Paste the pictures on a piece of paper, using a different sheet of paper for each room.

COMPREHENSION - Getting the Facts
Grades 1-3

Read an ad from the classified section to the class. Then ask several related questions to test pupils' comprehension. Example for a pet ad:

a. What kind of pet was it?
b. Where was it lost?
c. What did it look like?
d. Did the ad give the pet's name?
e. If you find the pet, who should you contact?

Establish the listening purpose before reading the ad to the group.

COMPREHENSION - Who Am I?
Grades 2-4

Using the comics, play the game "Who Am I?" See how many details your pupils can remember about different comic strip characters.

COMPREHENSION - Memory Game
Grades K-4

Select a detailed photo from the newspaper and show it on an overhead projector. Ask pupils to study the picture for three minutes, then turn the projector off and ask them to write, draw or tell everything they can remember about the picture.

CONTRACTIONS
Grades 3 and 4

Following a lesson on contractions, have pupils locate contractions in headlines. How many can they find? What does each contraction mean?

LEFT TO RIGHT VISUAL TRAINING
Grades K and 1

Read comic strips aloud to small groups of children to reinforce left to right visual training. Point to each frame as you read so pupils can follow.

LEFT AND RIGHT
Grades K and 1

Ask children to cut out pictures of comic strip characters who are using their right hand, right foot, etc. Or ask children to place a red X on the character's right hand and foot and a green X on his left hand and foot.

SIMILARITIES AND DIFFERENCES
Grades K and 1

Using clothing ads for jackets, dresses and coats, ask pupils to explain how the advertised items are alike and how they are different.

SIMILARITIES AND DIFFERENCES
Grades K-2

Select several illustrated ads and ask students to classify advertised items according to texture. Which items are rough? Smooth? Hard? Soft? Cold?

WORD RECOGNITION
Grades 1 and 2

Ask students to turn to a newspaper ad. How many words in the ad do they recognize? Make a list of all the words they can read.

IDENTIFYING THE "5 Ws"

Grades 1-4

Have children read or listen to a simple news story. See if they can pick out the "5 Ws" -- who, what, when, where and why.

MATCHING PICTURES AND CAPTIONS

Grades 2-4

Cut out four news photos with captions, then cut the captions off each photo. Paste photos and captions on construction paper or oaktag. See if your pupils can match the photos with their proper captions. Mark the back of each photo and caption so the activity is self-checking.

WRITING HEADLINES

Grades 2-4

Clip several news stories from the paper and remove their headlines. Help pupils write headlines for each story based on the main idea of the article.

SPORTS

Grades 2-4

Ask pupils to read the sports pages to see how many sports are covered. What type of equipment is used for each sport?

PREDICTING AN OUTCOME

Grades 2-4

Find a news story about a continuing event. Have pupils read the story (or read it aloud) and predict the outcome. Watch the story in the newspaper and compare your students' predictions with the actual outcome.

SKIMMING

Grades 2-4

Ask your students to circle the name of their town or state whenever it appears in the news.

MAIN IDEA

Grades 3 and 4

Ask pupils to read a news story and underline the sentence which conveys the main idea. Repeat the activity with several other short articles. Where is the main idea usually located? (In the first paragraph.)

READING FOR ANSWERS

Grades 3 and 4

Select a headline from the day's paper and copy it on the chalkboard. Ask your students to make a list of five questions related to the headline. Read the article together and try to answer the questions.

NEWS HIGHLIGHTS

Grades 3 and 4

To encourage children to read the newspaper, make a short list of story highlights on the chalkboard each morning before pupils enter the room. Have newspapers handy. Include the page on which students will find each story you have highlighted.

(Example: Joe Namath is hospitalized! Read about it on page 45.)

COMICS: READING FOR FACTS

Grades 3 and 4

Make a list of questions based on the day's comics and use it for drill to see how well pupils can read for specific information.

INTRODUCING THE CLASSIFIED ADS

Grades 3 and 4

Ask pupils to turn to the classified section of the newspaper, using the index as a guide. Look for the columns advertising used cars. How many different types of cars are advertised?

OUTLINING

Grades 3 and 4

Select a short news article and use it as the basis for a lesson in outlining. The main idea will serve as

Roman numeral I. Details will follow in descending order of importance.

FACT OR OPINION
Grade 4

Have students make two columns on a piece of paper, labeling one "fact" and the other "opinion." Read a short editorial (local editorials set in large type will probably work best), copying each sentence of the editorial in the proper column.

JUNIOR EDITORS
Grade 4

Clip 10 news stories from the day's paper and ask students to arrange the stories in order of importance. Which story is the most important story of the day? Which is the least important? How did they make their decisions? Compare students' decisions to the way the stories actually appeared in the newspaper. Who decided which story was the most important story of the day? (several editors)

RHYMING
Grades 1 and 2

Ask children to cut out one syllable words from headlines or ads. Paste the words on a sheet of paper. Next to each word, write a word that rhymes.

WRITING RHYMES
Grades 2-4

Ask pupils to turn to their favorite section of the newspaper to hunt for words that rhyme. Cut the words out and paste them on a piece of paper. When they have found several pairs of words, ask them to write a poem using at least two of the words they found.

SEQUENCING COMIC STRIPS
Grades 1-4

Select several simple comic strips and cut the frames apart. Number each frame on the back. Scramble the frames and ask individual pupils to arrange each strip in its proper sequence.

SEQUENCING A STORY

Grades 2-4

Cut a short news story into paragraphs, numbering each paragraph on the back. Ask pupils to arrange the story in its most logical sequence, putting the main idea first and following with additional details.

VOCABULARY

Grades 1 and 2

Clip pictures of various objects from ads and news photos. Make a pack of word cards to match the pictures. Ask children to match the word cards with the proper illustration. (Example for a food ad: banana, meat, bread, etc.)

ILLUSTRATED VOCABULARY

Grades 1 and 2

Clip a number of vocabulary words from ads and headlines and ask children to illustrate each word. Or, ask them to find their own words and illustrate them.

WORD RECOGNITION

Grades 1 and 2

Once a student has been introduced to small words like "the, and" and "but," he enjoys seeing them in "grown-up" context. Ask your students to circle all the words they can read in the daily newspaper. Have them "read the newspaper" by reading the words they have circled aloud.

INTRODUCING NEW VOCABULARY

Grades 1-3

Discuss a news photo and the story behind it. Following the discussion, display the photo on a bulletin board along with several key vocabulary words relating to the picture. Every day, do the same with a different news photo. Review each of the news events and the vocabulary words whenever possible.

CROSSWORD PUZZLES

Grades 2-4

Save the children's crossword puzzles from the Saturday Weekender and the Sunday Call-Chronicle comic section and keep them on hand for pupils who finish their work early. Be sure to clip the answer so the activity is self-checking.

Once children are familiar with the mechanics of a crossword puzzle, they may wish to write their own crossword puzzles, using weekly spelling words.

DESCRIPTIVE WORDS

Grades 2-4

Mount a large display ad on the bulletin board. Under the ad, list words that describe some part of the ad. Add these words to your children's vocabulary list.

INITIAL SOUND RECOGNITION

Grades K and 1

Ads and news photos can be used to reinforce a lesson on initial consonant sounds. Use an ad containing many illustrations this way: "I see something in this ad that starts with the "b" sound. What is it?"

Or, ask children to look through the newspaper for pictures of things that begin with a particular consonant sound.

SAME SOUND IDENTIFICATION

Grades K-2

Ask your pupils to look through the newspaper for words that begin or end with the same sound. To make the activity more difficult, ask them to find pictures of items that begin or end with the same sound.

CONFUSING CONSONANTS

Grades K-2

Ask children to underline newspaper words which begin with the following consonant sounds: b/d, p/q, n/m/w and g/j. Work on one consonant at a time, then switch to its "twin."

VOWELS
Grades 1 and 2

Ask pupils to mark the words in newspaper headlines, according to long and short vowels, silent letters and syllables.

DIAGRAPHS
Grades 2 and 3

As part of a lesson on diagraphs, have pupils locate newspaper words containing diagraphs, pasting them on a sheet of paper. Ask children to use each word in a sentence.

CONSONANT BLENDS
Grades 1 and 2

Ask children to choose their favorite section of the newspaper and hunt for consonant blends. Instruct them to draw a box around every blend they find. Use the blends to write tongue-twisters.

SYLLABLES
Grades 1-4

Using a newspaper story or newspaper headlines, have pupils circle one syllable words in red, two syllable words in blue, three syllable words in green and four syllable words in yellow. Or, make four columns on a sheet of paper and copy each word in the appropriate column.

PREFIXES AND SUFFIXES
Grades 1-4

As a follow-up to a lesson on prefixes and suffixes, have students find headline words which contain prefixes, suffixes or both. Ask them to identify the prefix or suffix and the root word.

THE SUFFIX ''ED''
Grades 1-3

Choose any page in the newspaper, and ask students to find as many words as they can ending in "ed." Use the words in a discussion of the following:

a. Is "ed" pronounced as part of the other syllables? (Example: wondered)
b. Is it pronounced as a separate syllable? (Example: painted)
c. Is it pronounced with the "t" sound? (Example: fished)

THE SUFFIXES ''S, ES'' AND ''IES''
Grades 1-4

Ask pupils to locate plural words in headlines and ads. Circle the suffix which makes the word plural. Can they locate any plural words which do not end with one of these suffixes? Can they formulate any "rules" for making words plural?

COMPOUND WORDS
Grades 1-4

Following a lesson on compound words, have a race in your class to see which pupil can find the most compound words in the newspaper. Establish a timelimit of 10 or 15 minutes.

ANTONYMS
Grades 1-4

Rewrite ads and weather forecasts using antonyms. How do antonyms affect the mood of the ad or forecast?

SYNONYMS
Grades 1-4

Copy several headlines on the chalkboard, ommitting several key words. Ask students to supply words which could be used in the headline and still make sense. Read the headline as it originally appeared in the newspaper. Which words suggested by the children could be used as synonyms for the original word?

HOMONYMS
Grades 2-4

Ask your pupils to find four homonyms in the newspaper. Write a sentence for each word and its "twin" showing the homonyms' different meanings.

4.
Language Arts

TOPICS INCLUDED:

Descriptive Writing
News Writing and the Inverted Pyramid
Role-Playing
Analyzing Ads
Public Speaking
Abbreviations
Contractions
Creative Writing Ideas
Writing Reports
Letter Writing
Writing Reviews
Writing Headlines
Context Clues
Parts of Speech: nouns, verbs, adjectives, adverbs, pronouns, compound words, antonyms, synonyms, homonyms
Rhyming
Crossword Puzzles
Outlining
Penmanship (Early Grades)
Punctuation
Spelling
Singular and Plural
Capitalization
Prefixes and Suffixes

DESCRIPTIVE WRITING

Grades K-4

As an introduction to descriptive writing, ask children to describe an animal or object pictured in the newspaper.

DESCRIPTIVE WORDS

Grades 2-4

Mount a large ad on the bulletin board. Under the ad, list words that describe something in the ad. Add these words to your children's vocabulary list.

DESCRIBING COMIC STRIP CHARACTERS

Grades 1-4

Ask children to describe their favorite comic strip characters. Descriptions may include information about the character himself, his home, family, age, profession, pets, friends, etc. Have other children try to guess the character being described.

INTRODUCTION TO NEWS WRITING

Grades 1-3

Ask pupils to study a news photo, then write or dictate a sentence about it. Combine sentences to form a simple news story. The activity can be repeated daily in conjunction with current events.

ROLE PLAYING, PREDICTING AN OUTCOME

Grades 1-4

When reading a news story to the class, include several discussion questions, such as: Why did he do that? What do you think will happen next?

Ask several children to act out what they think will happen next. Compare their prediction with actual news stories during the next few days.

ANALYZING ADS

Grades 3 and 4

Ask students to identify the "5 Ws" in any ad they choose. What is the main idea of the ad? Does the ad make them want to buy the item?

ROLE PLAYING, TV CHARACTERS

Grades 1-4

Using "TV Channel Choices" or the daily TV listings in the newspaper, have children act out the parts of their favorite TV characters. Let the class try to guess which character is being impersonated.

CLASSROOM PRESS CONFERENCE

Grades 1-4

Invite your students to play the part of a newspaper reporter at a press conference by inviting a teacher, student teacher, principal, etc. to hold a press conference with the class. Have pupils prepare questions to ask the "celebrity" before the conference. (With younger children, stress the importance of not asking the same question repeatedly.)

Ask older children to take notes on what the visitor says, then use the notes to write a short news story. For younger children, the teacher may wish to make notes on the chalkboard, then write a news story as a class.

Be sure to include the "5 Ws" -- who, what, when, where and why -- in your news story.

PUBLIC SPEAKING

Grades 2-4

Select a student to act as classroom weather person, and ask him to report the weather each day for a week. Weather information can be gathered from the newspaper. Students may wish to create a weather map with weather symbols on a class bulletin board.

PUBLIC SPEAKING, DICTION

Grades 2-4

Ask each pupil to choose his favorite comic strip and share it with others by explaining why it is a favorite. Tape their voices and let each child hear himself. Did the child speak clearly? Was his explanation interesting and convincing?

PUBLIC SPEAKING, ROLE PLAYING
Grades 3 and 4

Hold a mock job interview for one of the positions listed in the classified ads. Why is good, clear speech important to a job applicant?

ABBREVIATIONS
Grades 2-4

Select several headlines or ads containing abbreviations and ask students if they know what the abbreviations mean. Which other abbreviations do they see a lot on signs, food, etc.? Study the abbreviations in the classified section of the newspaper. Which abbreviations are "legitimate" abbreviations?

CONTRACTIONS
Grades 3 and 4

Following a lesson on contractions, have pupils locate contractions in ads and headlines. How many can they find? What does each contraction mean?

CREATIVE WRITING, BUILDING SENTENCES
Grades 1-4

Have children clip words from headlines and put them together to form new sentences. Ask them to write serious and silly sentences.

CREATIVE WRITING, COMICS
Grades 1-4

Remove the words from several comic strips. Ask students to supply their own dialogue.

CREATIVE WRITING, PREDICTING OUTCOMES
Grades 1-4

Choose a comic strip with a continuing story. Ask pupils to predict how the story will end.

CREATIVE WRITING, STUDYING EMOTIONS

Grades 2-4

Look through the newspaper for a picture of someone who looks happy, sad, angry, surprised, etc. Ask pupils to identify the emotion the picture conveys and offer explanations for why the person feels that way.

CREATIVE WRITING, WISHING WINDOWS

Grades 2-4

Ask each pupil to look through the newspaper for pictures of three things they would like to have or do. When they find a picture, have them cut it out and make a frame for it with colored construction paper. These pictures are their "wishing windows."

Instruct children to write a short story about their wishes.

WRITING A REPORT

Grade 4

Ask each pupil to select a topic in the news, and clip any articles about the topic for a week. At the end of a week (or longer), have students write a report on the topic they chose, including a prediction about what could happen next.

LETTER WRITING, JOBS

Grades 2-4

After reading or listening to several classified ads for jobs, have students compose letters as if they were looking for a job. Ask pupils to explain why they feel qualified for the job.

LETTER WRITING, OPINION

Grades 2-4

Have pupils write letters expressing their opinions about a school problem. Read several newspaper letters to the editor as examples.

PERSONAL LETTERS

Grades 2-4

Using personal advice columns such as "Dear Abby" as a guide, have children compose letters seeking advice about a school or personal problem. ("Dear Abby" appears regularly in the Evening Chronicle and Sunday Call-Chronicle.) Exchange letters within the class, and ask pupils to write a reply.

NEWS WRITING

Grades 1-4

Have children read or listen to a short news story, trying to pick out the "5 Ws" -- who, what, when, where and why. Discuss why the "5 Ws" are important.

a. The "5 Ws" are the main facts of the story.
b. They are generally located in the first and second paragraphs.
c. At least two of the "5 Ws" generally appear in the headline.

Practice writing simple news stories based on classroom experiences. Be sure to include the "5 Ws" near the beginning.

INVERTED PYRAMID: ESSENTIAL FACTS FIRST

Grades 1-4

Select a short news story of interest to your pupils and cut it apart into paragraphs. Number each paragraph on the back in the order it appeared. Following an explanation of the inverted pyramid style of news writing ("5 Ws" or who, what, when, where and why come first, and are followed by less and less important details), ask pupils to arrange the scrambled paragraphs in the order they appeared in the newspaper.

Alternate arrangements are permitted if they make sense and follow the inverted pyramid style. Ask children to check their work by turning the paragraphs over and checking the numbers. Discuss variations.

THE REPORTER'S BEAT

Grades 2-4

To dramatize the job of a reporter with a daily "beat,"

assign each pupil a beat to cover once a day. (Examples: cafeteria, gym, principal's office, bus stop, nurse's office, etc.) At the end of the week, ask each child to write a news story about the events on his beat. Stories can be combined into a class newspaper.

Remind children to include the "5 Ws" (who, what, when, where and why) at the beginning of the story.

FAIRY TALES MAKE NEWS

Grades 3 and 4

Ask each child to act as a reporter, writing a news story based on a favorite fairy tale. Review the inverted pyramid style of news writing ("5 Ws" first, followed by less and less important details) before they begin.

Example:

Miss Sleeping Beauty of 3455 Merriweather Lane, Coopersburg, was awakened from a 365-day coma late yesterday afternoon at Black Manor Estate, Whitehall.

According to several eye witnesses, visiting dignitary Prince Charming of Schnecksville found Miss Beauty in a sleep-like coma in the upper chamber of her aunt's castle.

"He kissed her, and she snapped right out of it!" exclaimed Mrs. Betty Scrub, a castle worker.

Why Miss Beauty slipped into a coma exactly a year ago has not been determined.

WRITING NEWS AS A REWRITE MAN

Grades 3 and 4

As an exercise in news writing, have the pupils in your class pretend they are employed as newspaper rewrite men. "Call the story into the paper" by dictating the basic facts of an event. Ask pupils to take notes as you dictate, then write a story based on the information you have conveyed.

EYEWITNESS REPORTING

Grades 3 and 4

Have several students act out a news event in your

classroom, then select several pupils who observed the activity to act as eyewitnesses. The rest of the class, acting as reporters, may question the eyewitnesses for details of the incident. Discuss the reliability of eyewitnesses and the reporter's difficulty in conveying the facts accurately.

Ask each pupil to write a brief news story based on the event and the eyewitness accounts. Compare the stories. Are they all alike?

WRITING A REVIEW

Grade 4

Have students read several newspaper reviews of books, plays, movies and TV shows, then write their own review for a book they've recently read or a show they've seen. Details to be discussed in the review might include music (if any), scenery, dialogue, characters, plot and ending.

HEADLINES FOR FAIRY TALES

Grades 3 and 4

Select several well-known fairy tales and use them as the basis for a lesson on headline-writing. Inform students that headlines generally reflect the main idea of a story, are brief and are written in the present tense. Each headline should also include a noun and a verb.

Practice writing headlines for each of the fairy tales.

WRITING HEADLINES FOR NEWS STORIES

Grade 4

Write 10 headlines from the day's paper on the chalkboard and ask students to interpret the headlines in full sentence form. Which words are usually left out for the sake of conciseness?

Give each student a news story with the headline removed. Ask him to write a headline, being sure to include a noun and a verb, the main idea of the article and present tense. Compare students' headlines to the headlines that actually appeared with the stories.

CONTEXT CLUES

Grade 4

Select a short news story and reproduce it for your class, leaving out every tenth word when you copy it. Ask students to supply the missing words. Compare the words they suggested with the words that actually filled those spots. How close did they come? How many synonyms were listed for each word?

CREATING AN ADVERTISEMENT

Grades 2-4

Discuss the fundamentals of a successful ad:

a. It gets attention.
b. It shows the advantage of the product or service.
c. It creates a need.
d. It pursuades the reader.
e. It asks for action from the reader.

Have your pupils create their own advertisements for something they would like to sell. Remind them to include the fundamentals of a good ad.

PARTS OF SPEECH, SPORTS VERBS

Grades 2-4

Ask students to turn to the sports section of the newspaper, using the index. Have them find 10 action verbs and write their own sentence for each verb.

PARTS OF SPEECH, IDENTIFYING

Grades 3 and 4

Distribute four envelopes to each student, instructing students to label the envelopes "nouns, verbs, adjectives and adverbs." Using newspaper headlines, ask students to find 10 words for each envelope.

PRONOUNS

Grades 3 and 4

Ask your pupils to circle all the pronouns they can find in a short news article. To whom does each of the pronouns refer?

ADJECTIVES
Grades 2-4

Ask students to look for an ad describing something they would like to have. Which words describe the item for sale? Circle the words or cut them out. These words are adjectives.

What would the ad be like without adjectives? Have your class create ads for fun.

COMPOUND WORDS
Grades 1-4

Organize a class hunt for compound words. Ask pupils to see how many compound words they can find in the newspaper. List each word on the chalkboard, dividing it into two separate words.

ANTONYMS
Grades 1-4

Following a lesson on antonyms, ask students to rewrite the weather forecast using antonyms for weather words.

SYNONYMS
Grades 1-4

Copy a headline on the chalkboard, omitting a key word. Ask pupils to suggest words which would complete the headline. Compare their words to the word which ran in the headline. How many of the words they suggested mean almost the same thing as the original word?

HOMONYMS
Grades 2-4

Ask pupils to find four homonyms in the newspaper. Use each word and its "twin" in a sentence to illustrate the words' different meanings.

RHYMING
Grades 1-4

Ask children to clip one-syllable words from headlines or ads and make a list of words that rhyme with each word they clipped. Or, clip words that rhyme. When they have

found several pairs of words, ask them to write a poem using at least two of the words they found.

CROSSWORD PUZZLES
Grades 2-4

Save the children's crossword puzzles from the Saturday Weekender and the Sunday Call-Chronicle comic section, and keep them on hand for pupils who finish their work early. Be sure to clip the answer so the activity is self-checking.

Once children are familiar with the mechanics of a crossword puzzle, they may wish to create their own puzzles, using weekly spelling words.

OUTLINING
Grades 3-4

Select a short news story and use it as the basis for a lesson in outlining. The main idea will serve as Roman numeral I. Details will follow in descending order of importance.

PENMANSHIP
Grades K and 1

Using a large crayon, ask pupils to trace the letters and numbers in display ads. Ads can be covered with acetate so they can be wiped clean.

PUNCTUATION, PRACTICING ON COMICS
Grades 1-3

Copy a variety of sentences from the daily comics and reproduce them for your students. When copying the sentences, delete all punctuation marks. Ask pupils to supply the proper punctuation.

PUNCTUATION, WHICH PUNCTUATION WORKS BEST?
Grades 2-4

Select three students to act as news announcers, asking each of them to read a short news item a different way:

a. as if every sentence were punctuated with a period.
b. as if every sentence were punctuated with a question mark.
c. as if every sentence were punctuated with an exclamation mark.

Following the news stories, discuss what happened. Why are different punctuation marks needed in our daily language?

PUNCTUATION, TYPES OF SENTENCES

Grades 3 and 4

Ask children to look through the newspaper for five examples of each type of sentence: declarative (statement), imperative (command) and interrogative (question).

SPELLING

Grades 2-4

Write a mock news story (or have your students do it) using all their weekly spelling words. Then have the class proofread the story for spelling errors. Ask them to circle any misspelled words and write the words correctly on another piece of paper.

PLURALS

Grades 2-4

Ask pupils to find an ad or story that interests them, and circle all the words that mean "more than one." How did they know the words meant more than one? Which word endings are used to make a word plural? Can they find any plural words that are exceptions?

CAPITALIZATION

Grade 4

Ask pupils to read a news story, listing every word that begins with a capital letter. What do the words have in common that would make them capitalized? (They are NAMES of people, places or things.) Can your class come up with any "rules" for capitalization?

PREFIXES AND SUFFIXES

Grades 1-4

As a follow-up to a lesson on prefixes and suffixes, have students find headline words which contain prefixes, suffixes or both. Ask children to identify the prefix, the suffix and the root word.

THE SUFFIX ''ED''

Grades 1-3

Choose any page in the newspaper, and ask students to find as many words as they can ending in "ed." Use the words in a discussion of the following:

a. Is "ed" pronounced as part of the other syllables? (Example: wondered)
b. Is it pronounced as a separate syllable? (Example: painted)
c. Is it pronounced with the "t" sound? (Example: fished)

THE SUFFIXES ''S, ES'' AND ''IES''

Grades 1-4

Ask pupils to locate plural words in headlines and ads. Circle the suffix which makes the word plural. Can students locate any plural words that do not end with one of these suffixes? Can they formulate any "rules" for making words plural?

5.
Mathematics

TOPICS INCLUDED:

Numeration
Sets
Counting
Comparison
Introduction to the Stock Market
Addition
Subtraction
Multiplication
Division
Telling Time
Working with Money
Fractions
Geometry/Shapes
Number Recognition
Percentages
Graphs
Measurement
Consumer Education

NUMERATION, SETS
Grades K and 1

Ask children to find news photos or ad illustrations which show sets of 2, 4, 7, etc. When they find a picture which illustrates a number, ask them to count the items in the picture. Can they find any other sets within the picture? (Example: a set of 7 people might include subsets of 3 women and 4 men.)

NUMERATION, GROCERY ADS
Grades K and 1

Using grocery ads, have pupils:

a. Put the numbers in order by cutting them out and pasting them on a sheet of paper.
b. Count a collection of things and cut out the proper number to label the set.
c. Find the proper numbers to make the hours on a clock or the date and year.

NUMERATION, COUNTING, SETS
Grades K and 1

Ask pupils to take five plain sheets of paper and label each sheet from one to five. Find pictures in the newspaper which illustrate sets of 1, 2, 3, 4 and 5 items.

Or, ask pupils: "How many pages does your newspaper have today? Make a list of the number of pages in the paper each day for a week."

NUMERATION, COUNTING, SETS
Grades K-2

After discussing a news story for current events, ask children to count objects in a related news photo.

Also, ask children to count the number of frames in comic strips. Which comic strip has the most frames in one day's paper? Which has the least? Ask pupils to find two comic strips with an equivalent number of frames.

NUMERATION, COMPARISON
Grade 2

Using the section showing temperatures in major cities across the United States, ask children to find the city which registered the greatest temperature difference in a 24-hour period. Which city showed the least change in temperature in 24 hours?

NUMERATION, NAMES AND AGES
Grade 2

Using the index as a guide, ask pupils to turn to the page reporting area deaths. How many different ages are mentioned on the page? Make a complete list of names and ages.

NUMERATION, WEATHER MAP
Grades 2 and 3

Using the newspaper's weather information, have children make a temperature graph for 10 or more U.S. cities of their choice. Arrange the temperatures from lowest to highest and discuss reasons for variations in temperature.

NUMERATION, STOCK MARKET
Grade 4

Assist students in selecting a stock from the daily stock listings and "buying" 100 shares. On a classroom bulletin board, follow the progress of the stock on a chart. Graph each day's closing price by rounding the number off to the nearest whole point.

ADDITION, SHOPPING LIST
Grade 2

Assist children in making up number stories based on food advertisements. Ask children to exchange problems.

ADDITION, SHOPPING LIST
Grades 2, 3 and 4

Make up a brief shopping list based on a newspaper food ad, and ask pupils to compute the total price of the order.

ADDITION, SHOPPING LIST
Grades 2 and 3

Assign each pupil a certain amount of money (Example:$50) to buy groceries for a family of four for a week. Ask children to keep a list of what they bought, and total the amount spent from prices listed in newspaper food ads.

As an additional activity, help children plan meals that are tasty and nutritious, using food listed in newspaper ads.

ADDITION, FOOD COUPONS
Grade 3

Ask pupils to add up the value of all the coupons in one day's newspaper. If all the coupons were used, how much would you save?

ADDITION, SPORTS
Grades 3 and 4

Have pupils locate the won-lost record of their favorite professional sports team in the sports pages. Then, ask them to add the total number of games won with the number of games lost. How many games has the team played so far this season?

SUBTRACTION, WEATHER
Grades K-2

Ask children to figure out how much warmer one city was than another by subtracting daily temperatures. Or, ask them to compute the difference between the highest and lowest temperature for any major city in the weather section.

SUBTRACTION, COUPONS
Grades 3 and 4

Make up a short grocery list based on one of the newspaper's food ads. Ask children to compute the total cost of the order WITHOUT coupons, and the total price of the order if coupons are used.

SUBTRACTION, SPORTS
Grades 2 and 3

For each game reported in the sports pages, ask pupils to compute the point difference. By how many points did the winning team win?

SUBTRACTION, SALES SAVINGS
Grades 3 and 4

Ask children to look for ads which list original prices and sales prices. For each item on sale, ask pupils to compute the savings. Which item represents the biggest bargain?

SUBTRACTION, COMPARISON SHOPPING
Grades 3 and 4

Make a list of grocery items and ask pupils to find out how much the item costs at several stores running ads in the day's paper. Which store offers the best bargain on each item?

How much difference is there between the lowest and highest price for each item?

SUBTRACTION, YEARS
Grades 3 and 4

Using the death notices in the newspaper, ask pupils to determine the year of birth for each person who has died.

Which person was the oldest? The youngest? What was the average age of death?

SUBTRACTION, TIME
Grade 4

Using the column entitled "Best Bets" on TV tonight, figure out how many hours come between shows listed. How long does each show last?

MULTIPLICATION, COST OF SODA POP
Grades 3 and 4

Ask pupils to find the price of their favorite kind of soda as listed in the newspaper food ads. How much would 10 bottles of soda cost? 20? Which brand is the cheapest? How much would you save buying 20 bottles of the cheapest brand, rather than 20 bottles of your favorite brand?

MULTIPLICATION, BARGAINS
Grades 3 and 4

If two cans of sauerkraut are advertised for 45 cents, ask pupils to figure out how much 3 cans would cost. The same can be done for any item advertised in quantity. If ground chuck costs 95 cents a pound, what would you pay for 3½ pounds?

MULTIPLICATION, CAR ADS
Grade 3

Ask pupils to hunt for card ads that advertise how much mileage the car is supposed to get per mile. How far can each car travel on two gallons of gas? Five gallons? Ten gallons? How much would two gallons of gas cost? Eight gallons?

MULTIPLICATION, TIRE ADS
Grade 4

Check the sports pages for tire ads. Do any of them advertise payment plans for buying tires? If a tire store advertises tires for sale at $20 down, $2 per week with six weeks to pay, what is the total cost of the tires? Ask pupils to make up their own reading problems based on newspaper ads.

MULTIPLICATION, CLASSIFIED ADS
Grades 3 and 4

If a three-line ad sells for $2.10, ask pupils to compute the prices of various classified ads found in the newspaper. Which classified ad was probably the most expensive? Which was the least expensive?

MULTIPLICATION, STOCK EXCHANGE
Grade 4

Ask each member of the class to "invest" $1,000 in the stock of his choosing. Then watch the stock tables each day for a month to see whose shares gain and whose lose. By multiplying each day's price per shares by the number of shares "bought," every pupil can become involved in the financial transactions of the country.

DIVISION, BUYING A GIFT
Grades 3 and 4

Ask each pupil to pretend he is going in with two friends to buy a gift for someone they know. Select the gift from the newspaper ads and figure out how much each person would have to contribute.

DIVISION, BUYING ON CREDIT
Grades 3 and 4

Using the classified ads, have each pupil locate an ad for a used bicycle. How many weeks would it take each of them to purchase a bicycle if they pay it off at the rate of $5 a week?

DIVISION, PERCENTAGES
Grades 3 and 4

Using a newspaper ad which claims items are marked down 10, 20, 30 or 50%, make up a worksheet in which children compute the sale prices of various items. List the original price of each item and the percentage it has been discounted.

TEACHING TIME, TV LISTINGS
Grades 1-3

Ask children which TV shows they enjoy watching, then look up the time of the program in "TV Channel Choices," the TV booklet which accompanies the Sunday Call-Chronicle. Have children practice setting the hands of a clock for the times their shows start and finish.

TEACHING TIME, MOVIES
Grades 1-3

Study the movie listings and ask children which movie they would most like to see. Select several pupils to set the hands of a clock for the various times the movie starts.

MONEY, PRICES
Grades 1 and 2

Ask each child to select one item from a food ad and see how the price of that item varies from store to store, week to week.

If possible, invite a store manager to your class to discuss how sale items are selected.

Ask each child to make up reading problems from ads for others to solve.

MONEY, PRICES
Grades 1 and 2

Ask everyone to turn to the same food ad. See who can find the three most expensive items the fastest. Who can find the three least expensive items the fastest? What is the difference between the most expensive and the least expensive item?

MONEY, TONIGHT'S DINNER
Grades 1 and 2

Using the food ads, ask each child to select four items he would enjoy having for supper. List each item and its price, copying each number carefully.

MONEY, TOY ADS
Grades 3 and 4

Ask each pupil to look through the toy ads to find two toys he would like to own. What is the price of each toy? Which toy costs more? What is the difference in price?

MONEY, PLAYING STORE
Grades K-3

Set up a classroom grocery store, asking children to bring in empty soap containers, cereal boxes, cans, bottles, etc. to serve as merchandise. Study the newspaper food ads to establish prices for each item. (Young children may find simple prices such as 1¢, 5¢, etc. easier to work with.)

Play "coins" or "bills" can be created from oaktag or colored paper. Students can take turns running the store.

MONEY, SELECTING THE PROPER COINS
Grades 2-4

Select a variety of items from newspaper ads and use them for practice in counting the correct amount of money for each item. Students may work together on this lesson.

To make the activity more difficult, give one student "bills" to pay for his purchases. His partner will have to make change.

MONEY, DIVISION
Grades 3 and 4

Ask children to select an expensive item advertised in the newspaper, such as a bicycle, camping gear or musical instrument. How long would it take them to save for the item if their allowance were $1, $1.50 or $2 a week?

MONEY, SEQUENCING AMOUNTS
Grades 3 and 4

Have pupils clip five different classified ads listing apartments for rent. List the rental fees in order, from lowest to highest. What could account for the differences in rent?

MONEY, DINING OUT

Grades 3 and 4

Using the restaurant listings in Friday's paper, ask pupils to plan an evening out for their families. How much money would they need for dinner, tip (15%) and transportation?

Or, assign a specific amount of money and ask each pupil to plan an evening's entertainment for himself and a friend.

MONEY, TRAVELING BY CAR

Grade 4

Compare the cost of maintaining a car that gets 25 miles per gallon with a car that gets 11 miles per gallon. Have children map an imaginary trip to determine traveling costs. How much would it cost to go in each car to Los Angeles? Washington, D.C.? How far can they go in each car for $500?

MONEY, PLANNING A CLASS COOKOUT

Grade 4

Ask pupils to determine the cost of a class cookout using the following list of items. Decide, as a class, the amounts needed of each item. Check store ads for the best bargains. (Note: Children may work in groups to see which group can plan the least expensive cookout.)

ITEM	AMT. NEEDED	STORE	AMT. PAID
Ice Cream			
Ground Beef			
Hot Dogs			
Cantaloupe			
Bread or Rolls			
Applesauce			
Beverage			
Catsup			

FRACTIONS, RECIPES
Grades 2-4

Using the food recipes printed in the newspaper, introduce pupils to common household measurements such as teaspoon, ½ teaspoon, tablespoon, ½ cup, cup, etc.

Pupils may practice measuring ingredients called for in the recipe substituting sand, water, etc. for ingredients.

FRACTIONS, RECIPES
Grade 4

Ask pupils to increase newspaper recipes to serve two times as many people, 10 people, 20 people, etc.

FRACTIONS, SALES SAVINGS
Grades 3 and 4

Ask children to make up reading problems based on ads which claim savings of one half or one third. Exchange problems with others.

MEASUREMENT, NEWSPAPER LAYOUT
Grades 2-4

Ask children to measure various parts of the newspaper for practice.

a. How wide is a standard news column?
b. How long is the major news story of the day?
c. How large is the biggest ad in the paper?
d. How long is a comic strip?
e. Which page contains the largest news photo? What are its dimensions?
f. How long is the newspaper's name?
g. etc.

GEOMETRY, SHAPES
Grades K and 1

Ask pupils to look through the newspaper for examples of a circle, square, rectangle, triangle. Cut them out and paste each shape on a piece of paper, labeling the shape.

GEOMETRY, SHAPES
Grades K and 1

Cut a variety of geometric shapes out of the newspaper. (Examples: rectangular news photos, round tires from tire ads, square blocks from comic strips, etc.) and ask pupils to sort the shapes into categories.

NUMBER RECOGNITION
Grades K-2

Ask pupils to go through the newspaper in a limited amount of time, circling all the number threes, fives, etc. The child who finds the most examples of the number in a limited amount of time is the winner.

PERCENTAGES
Grade 4

Ask pupils to look for an ad listing the amount of interest paid on savings. Pass out cards listing different amounts of money to be put in a "savings account." How much interest would the bank pay on each child's savings account if the money were left in the bank for a year?

GRAPHS
Grades 3 and 4

As part of a study of graphs or weather, have pupils graph the high and low daily temperatures for their city or major cities throughout the United States.

a. Graph temperatures using red for high and black for low.
b. Teach pupils how to read graphs and find correlations between temperatures.

MEASUREMENT, FENCING A YARD
Grade 4

Ask children to calculate the price of putting a fence around a swimming pool. Use pool measurements and fence prices listed in the newspaper.

For a similar activity, ask children to determine how much it would cost to carpet or tile a room. Use prices given in newspaper ads.

GARAGE SALE
Grade 4

Using the classified ads for garage sales as a guide, help your pupils plan a garage sale at school. Ask children to bring in items (with their parents' consent) they would like to sell, and label each item according to price. Advertise the sale throughout the school. Refreshments may be offered.

At the end of the sale, figure the net profit after expenses (refreshments, paint for signs, etc.)

As an alternative activity, ask pupils to look in their attics, garages or basements for something their families would like to sell. Run classified ads in the Call-Chronicle Newspapers several days as a class project. Figure net profit (deducting advertising expenses) for each item sold.

CONSUMER EDUCATION, CLASSIFIED ADS
Grade 4

Ask pupils to study the classified ads for used cars and select one they feel represents the best "buy." Why did they select that car? Does lowest price always mean the best buy?

CONSUMER EDUCATION, INSTALLMENT BUYING
Grade 4

Find an ad which mentions installment payments and discuss the ad with your class. Using the payment rate listed, how long would it take someone to pay the item off? How much would payments be per month? Per year? How much will the item cost in the end? Why was installment buying started? What are its advantages and disadvantages?

CONSUMER EDUCATION

Grades 2-4

Using the newspaper clothing ads, have children plan a seasonal wardrobe for one person or for a family of four (parents, boy and girl). Have them:

a. Estimate the cost of clothes (this may require teacher assistance) and plan a budget.
b. Shop for clothes through the ads.
c. Eliminate items if they exceed their family budget.

CONSUMER EDUCATION, MANAGING MONEY

Grades 3 and 4

Discuss the differences between essentials, non-essentials and savings. Ask pupils to clip newspaper pictures or ads which represent each category of money management.

6. Social Studies

TOPICS INCLUDED:

Occupations in the Community
Occupations in the Classified Ads
Factors Affecting Prices
Current Events, Generating Interest
Current Events, Review
Mapwork
Local, State, National and International News
Politics
Customs
Holidays
Natural Resources
The Role of the Family
Action Groups
The Importance of Cooperation
Why We Need Rules
Problem Solving
Transportation
Supply and Demand
Climate, Weather
Studying the Local Community
Man's Basic Needs

COMMUNITY JOBS

Grades K-2

Collect newspaper pictures of people working in different occupations.

a. Discuss which jobs are done inside a building and which are done outdoors.
b. Discuss the difference between paid and volunteer workers.
c. Discuss the type of clothing each worker wears.
d. Discuss the type of training needed for each job.

JOBS, INTERVIEWING PARENTS

Grades K-4

Ask each child to interview his parents to find out what their jobs involve. Questions for the interview could include:

a. The hours each parent works.
b. Special equipment used for their jobs.
c. Clothing worn for their jobs.

Share the results of the interviews with the class. Did your pupils learn anything new about their parents?

JOBS, CARTOON PERSONALITIES

Grades K-2

Clip drawings of cartoon personalities supposedly employed in different jobs. Discuss: how would you describe this character's job? Do you think the cartoonist's representation of the job is accurate?

JOBS, PREPARING FOR A CAREER

Grades K-2

Study the front page of the newspaper and the local news pages. How many jobs are mentioned in the news? Discuss the professions your pupils would like to enter.

JOBS, INTRODUCING THE CLASSIFIED ADS

Grades K-2

Ask pupils to read or listen to several classified ads for jobs. Ask them to select one of the jobs mentioned

and draw a picture of tools, clothes or a hat someone would need for that job.

FINDING A JOB THROUGH THE CLASSIFIED ADS
Grade 4

Ask pupils to look for the following information when scanning the classified ads for jobs:

a. Which jobs are numerous?
b. Which jobs are hard to get because they are already filled?

Choose a job that interests you and list:

a. Requirements and prerequisites for the job.
b. Pay.
c. How pay is given (hourly, salary, piece rate, etc.)
d. Possibility of overtime work.
e. Benefits.

FACTORS AFFECTING PRICES
Grades 3 and 4

Discuss how the following factors affect the price of goods:

a. Strike at the factory or plant.
b. Transportation costs.
c. Supply and demand for the product.
d. Weather.

If possible, graph the price of an item before, during and after a strike.

CURRENT EVENTS, PICTURES IN THE NEWS
Grades K-2

Ask pupils to make a collection of pictures in the news. Why do they think these pictures were newsworthy?

CURRENT EVENTS, MYSTERY PERSONALITY
Grades K-2

Using a photo of someone currently in the news, review current events by revealing the entire face little by little. Ask pupils to guess the person's identity and explain why the person was in the news.

CURRENT EVENTS, MOTIVATION
Grades 3 and 4

To encourage children to read the newspaper, make a short list of story highlights on the chalkboard each morning before pupils enter the room. Have newspapers handy. Include the page on which students will find each story you have highlighted.

(Example: Joe Namath is hospitalized! Read about it on page 45.)

CURRENT EVENTS, MOTIVATION
Grades 2-4

To stimulate interest in the news, copy a story's headline on the chalkboard. Read it aloud. Ask students to suggest questions about the story based on what the headline tells them.

Read the story together to see how many questions it answers.

CURRENT EVENTS, MOTIVATION
Grades 3 and 4

Post three news photos (without captions) and three captions in the bulletin board before pupils enter the class. Label the pictures 1, 2 and 3 and the captions A, B, and C. Ask pupils to match the captions and the photos, then check the day's newspapers to see if they were right. Discuss the story behind each photo.

CURRENT EVENTS, REVIEW
Grades 1-4

To help pupils remember important current events and the people associated with them, play the game "Who Am I?" at the end of each week. Save news photos of important personalities and ask children to remember who the person is and why he was in the news.

CURRENT EVENTS, REVIEW
Grades K-2

Rewrite news stories as experience stories using the

children's own words. Post stories on the bulletin board for review.

CURRENT EVENTS, MOTIVATION
Grades 3 and 4

Display a news photo on the chalkboard as children enter the room. Next to the photo write a simple question, such as: "Why are these people in the news?" Ask pupils to answer the question by reading the day's paper.

LOCAL, STATE, NATIONAL AND INTERNATIONAL NEWS
Grades 3 and 4

Discuss several news stories about your pupils' city, state and nation. Then ask pupils to find a news story about another city, state or nation. How can they tell which town or country a news story is about? (by checking the dateline at the beginning of the story)

Ask students to make a bulletin board display showing news from all parts of the world.

CURRENT EVENTS, HOW DOES IT AFFECT YOU?
Grades 2-4

Following a discussion of a current event covered in the newspaper, ask children: "How does the news in this story affect your life?" Does it affect you directly? Does it affect your family? Does it affect anyone you know?

POLITICS
Grade 4

As an introduction to politics, ask pupils to study news stories for names of at least two people who are in public office. How did they get their jobs? Ask your students to write a sentence about each person.

CITIES IN THE NEWS, MAPWORK
Grades 3 and 4

Ask children to look through the newspaper and copy the names of at least five cities in the news. Locate the cities on a world map. Use the name of each city in a sentence.

CURRENT EVENTS, ROLE-PLAYING

Grade 4

Following a class discussion of current events, select several groups of students to work up impromptu sketches about the news. Ask pupils to act out any news event that was discussed, and have the rest of the class guess what is being portrayed.

CURRENT EVENTS IN THE COMMUNITY

Grades 3 and 4

To help your pupils become aware of what's happening in the community, set up a community calendar on a wall or bulletin board. Make several students responsible each week for clipping newspaper ads or stories about public activities going on in the community. Events of special interest can be advertised throughout the school.

GEOGRAPHY, MAPWORK

Grades 1-4

Ask pupils to cut out ads for vacation spots around the world. Help children find the cites on a map or globe. Ask each child to select a vacation spot and describe:

a. How he would get there.
b. What places he would like to see while he's there.
c. What kind of food he would eat there.
d. What type of clothing he'd need for his trip.
e. What form of transportation he would take.

GEOGRAPHY SCRAPBOOK

Grades 1-4

In conjunction with a unit on a foreign country or distant state, ask pupils to keep a notebook of news stories about anything happening in that area. When the unit is finished, ask pupils to make predictions about the country based on what they have learned.

GEOGRAPHY, CUSTOMS
Grades 2-4

Make a bulletin board for your classroom using the idea "Customs Are Different Wherever You Go." Clip news photos which illustrate customs your pupils will find interesting, and ask pupils to suggest local customs to include in the display.

HOLIDAYS
Grades K-2

Using newspaper pictures or ads, ask pupils to identify people or symbols associated with certain holidays.

a. Ask pupils to group the pictures according to holidays.
b. Put the pictures in chronological order illustrating an entire year of holidays.
c. Determine the season in which each holiday is celebrated.

MAPWORK, SPORTS
Grade 4

Divide your class into four groups. One will be responsible for drawing a wall-size map of the United States. The other three groups will be assigned to follow news stories about basketball, football or hockey.

Have each group make a symbol for every team it covers and attach the symbols to the map to show where each team originated. As the teams move around the country to compete, ask groups to keep their markers up to date, marking the place of competition.

NATURAL RESOURCES
Grades 3 and 4

Natural resources constantly make headlines because they are so important to us. As part of a study of natural resources, ask children to clip any articles they see about energy and raw materials.

SOCIOLOGY, THE ROLE OF THE FAMILY

Grades K and 1

Ask pupils to clip newspaper pictures which show things a family does together. Discuss each picture. What is the role of the family unit?

STUDYING PEOPLE, LIKENESSES AND DIFFERENCES

Grades 1-4

Clip newspaper pictures of different types of people, showing differences in age, race, occupations and dress.

a. Have children determine how all the people are alike.
b. Have children determine how the people are different.
c. List all the traits and needs people have in common.

SOCIOLOGY, ACTION GROUPS

Grades 2-4

Find newspaper pictures of groups in action: firefighters, football players, children in a classroom, etc. Discuss:

a. What is each group doing?
b. Why are all these people in the same group?
c. Why is the group doing whatever it is doing?
d. Could more people belong to this group?
e. Would everyone want to belong to this group?

COOPERATION

Grades K-4

Ask children to find newspaper pictures which illustrate cooperation. Discuss how and why people cooperate.

RULES

Grades 1-4

Find pictures of actions or events that require rules (driving a car, crossing a street, playing a game, etc.) Ask children:

a. What kinds of rules are involved?
b. Why do we need rules?

c. Would the same rules fit every situation?
d. What would happen if no one followed rules?

PROBLEM SOLVING
Grades 3 and 4

Show children a newspaper picture which illustrates a problem. Discuss:

a. How would they solve the problem?
b. How do governments and groups solve problems?
c. Why is important to solve problems?
d. What are some of the ways problems can be solved in a classroom?

TRANSPORTATION
Grades K-2

Have pupils collect newspaper pictures which illustrate modes of transportation, pasting pictures in a scrapbook or on a poster. Pictures may be arranged in order from the slowest to the fastest, oldest to newest, etc. Discuss:

a. The safety of each form of transportation (in relation to weather, etc.)
b. The advantages and disadvantages of each.

TRANSPORTATION
Grades K-2

As a take-off on the song "Over the River and Through the Woods," ask pupils to find a newspaper picture which shows one form of transportation they might use to get to Grandma's house.

Together, write a short story about the way children travel from one place to another with their families or the ways your pupils like to travel best.

TRANSPORTATION, SUPPLY AND DEMAND
Grades 3 and 4

Discuss why food prices vary from one area of the United States to another. Use food ads to illustrate the discussion:

a. Which products were probably grown in the Lehigh Valley?
b. Which products could be from Pennsylvania or other states in the Northeast?
c. Which products are definitely NOT from the Northeast?
d. Why can't those products be produced in this region of the country? (improper climate, soil, rainfall, etc.)
e. How do transportation costs add to the price of foods which cannot be grown in this area?

CLIMATES
Grades 2 and 3

Ask children to look for two newspaper stories -- one about a cold climate and one about a warm climate. How do they know the climates are different? Did each area's climate have anything to do with the news? Does the climate of Pennsylvania ever make headlines?

WEATHER, MAPWORK
Grades 3 and 4

Ask pupils to graph the high and low temperatures for major cities throughout the United States. Or, on a map of the U.S., record the temperatures in their proper locations.

STUDYING THE LOCAL COMMUNITY
Grades 1-4

Use newspaper activities to give community leaders names and faces. Make a bulletin board filled with news photos of community employes at work (mayor, firemen, policemen, postal employes, etc.)

STUDYING THE LOCAL COMMUNITY
Grades 2-4

Check the newspaper daily for pictures of local buildings, industries, occupations and landmarks. Ask pupils to pretend they have a penpal in a distant town. Assuming the penpal will never visit your local

town, make a scrapbook of news stories and photos to familiarize him with the area in which you live.

MAN'S BASIC NEEDS

Grades 2-4

Conduct a class discussion based on the following question: what are man's basic needs? Discuss how the caveman used to meet his basic needs (such as food, shelter, keeping warm, clothing himself, transporting goods, etc.) Compare his methods to the methods we use today. Look through the newspaper for examples. (Example: shops for food at a supermarket, heats his home with oil, coal, gas, electricity; uses automobiles and trucks for land transportation; buys clothing at stores; etc.)

7.
Science

TOPICS INCLUDED:

Animals
Ecology, Pollution
Fire Safety
Energy
Natural Resources
Plants
Crops
Nutrition
Parts of the Body
Good Grooming
Disease
Simple Machines
Electrical Appliances
Scientific Discoveries
Five Senses
Space
Transportation
Seasons
Fabrics
Weather
Graphs
Communication
Conservation

CARE OF ANIMALS

Grades K-2

Read a variety of classified ads about pets. Why do people sometimes give pets away after they buy them? What are some of the problems involved with keeping pets?

Discuss the proper care of pets and make a list of points people should consider when buying a pet.

ANIMALS

Grades K-1

To help children learn the names of animals and a little bit about them, ask each pupil to keep an animal notebook. Clip newspaper photos of animals and file them in the scrapbook. Each time a new animal is found, visit the school library and make a brief report to the class about the animal.

ANIMALS, DOMESTICATED OR WILD?

Grades K-2

Ask pupils to clip animal pictures from newspapers and magazines. Classify the pictures according to whether the animals are domesticated or wild.

TALK TO THE ANIMALS

Grades K-2

When an especially delightful news photo of an animal appears in the newspaper, use it for science, to review characteristics of the animal, as well as language arts. Ask pupils to suggest questions they would like to ask the animal if it could talk. Another child might enjoy taking the part of the animal and answering the children's questions.

ECOLOGY, POLLUTION

Grades 3 and 4

Invite your pupils to become "pollution snoopers" by looking for pollution problems in the community. Ask them to comb the daily newspaper for pictures or

stories about pollution or health problems in the local area. Information can be compiled into scrapbooks or displayed on a bulletin board.

ECOLOGY, POLLUTION
Grades 1-4

Read a story in the newspaper about pollution. Following the story, ask pupils to draw pictures of five things that cause pollution. Pictures may be made into posters containing sentences or phrases about how pollution can be stopped.

ECOLOGY, POLLUTION
Grades 3 and 4

Save newspaper articles about pollution, and place them in a learning center. Ask pupils to list any pollutants named in the stories. How many pollutants can they find at home?

ENERGY, FIRE SAFETY
Grades 1-4

Ask children to collect newspaper articles dealing with fires.

a. Discuss which fires were destructive and which were constructive. (Constructive uses of fire would include cooking, heating, clearing fields, etc.)
b. Have students list rules of fire safety.
c. Discuss which rule would have prevented the fire described in each story.

ENERGY, HEAT
Grades 1-4

Discuss the various methods we use to heat our homes and new ways being developed to heat buildings. Make a collection of news stories dealing with solar heat and energy used for heating.

ENERGY, NATURAL RESOURCES
Grades 3 and 4

Ask pupils to look through the newspaper for articles

about natural resources, such as minerals, water, coal, oil, etc. Discuss where the natural resource comes from and why it is in the news. How does this natural resource affect our lives? What would happen if it were no longer available?

PLANTS
Grades 3 and 4

As plants continue to gain popularity, start a plant corner in your room and make pupils responsible for maintaining it. Clip newspaper articles about the care of plants and study each of the different families of houseplants. Where do most houseplants come from? What kinds of plants do your pupils like best?

CROPS
Grades 3 and 4

Crops are a form of natural resource, and as such, often make the news. Ask pupils to look for stories about our nation's crops and explain why the crop is making headlines. Are prices going to go up due to a drought? Did freezing temperatures create a shortage?

NUTRITION
Grades K-1

As part of a study of nutrition and the four basic food groups (dairy, fruit and vegetable, meat and cereal), have students make posters showing foods which belong to each group. Food pictures can be gathered from food ads.

NUTRITION
Grades K-4

To reinforce the concepts of good nutrition, plan nutritious meals using foods advertised in the newspaper. Plan a day's worth of well-balanced meals.

PARTS OF THE BODY
Grades K and 1

Ask pupils to identify parts of the body from news photos

and clothing ads appearing in the newspaper.

GOOD GROOMING
Grades 1-4

Following a discussion of good grooming practices, ask children to cut pictures from the newspaper to use in a collage on good grooming. Discuss:

a. What makes a person well groomed?
b. How does posture affect a person's appearance?

DISEASE
Grade 4

Thanks to medical advances, disease and the threat of disease do not make headlines as much as they used to. Occasionally, a new disease is discovered or a better cure is found. Save articles about disease and discuss them.

a. Who is the patient or group of people with the disease?
b. Where is treatment taking place?
c. What is being done?
d. What can people do to prevent the disease?

SIMPLE MACHINES
Grades 3 and 4

Clip newspaper pictures of items which illustrate the six simple machines -- lever, wheel and axle, pulley, screw, wedge and inclined plane. Ask children to find additional pictures which show these principles. Which simple machines do these items illustrate: automobile (wheel and axle), garage door opener (pulley), shovel (lever).

MACHINERY HELPING MAN
Grades 1-4

Ask pupils to collect newspaper pictures that show how machinery helps man do his work. Pictures could include such items as power tools, construction equipment, transportation vehicles, etc. How did man do his work before each item was invented?

APPLIANCES, ELECTRICITY

Grades K-2

Ask pupils to clip newspaper pictures of appliances that run on electricity. Also discuss the electrical appliances found in the home or classroom. How do these items save time? How did man perform each job before an appropriate appliance was invented?

SCIENTIFIC DISCOVERIES

Grades 2-4

Whenever a scientific discovery makes headlines, discuss it in class. Who discovered what? How will this discovery affect mankind? Who are some of the world's greatest inventors? Are any of them alive today?

THE FIVE SENSES

Grades K-4

Clip pictures of recognizable objects from the newspaper and discuss them with your class. How would the object probably feel? Smell? Taste? Sound? What color would it probably be?

SPACE

Grades 2-4

Space exploration is not making headlines as much as it used to, but it is still exciting. Whenever a space project makes news, discuss it with your pupils. What will the project seek to accomplish? How will this help mankind? Ask pupils to draw pictures which illustrate the main idea of the news story.

TRANSPORTATION

Grades K-2

Ask pupils to collect pictures which illustrate various modes of transportation. Paste pictures on a poster, arranging them in order from the oldest to the newest or slowest to fastest means of transportation.

a. Discuss their safety in regard to weather.
b. List the advantages and disadvantages of each.

SEASONS
Grades 2-4

As part of a study of the earth's orbit and changing seasons, have pupils chart the times of sunrise and sunset for a week. (Times are published daily in the Evening Chronicle.)

a. Explain the reason for slight variations in time.
b. Project the times of sunrise and sunset for several days to come.

SEASONAL CLOTHING, FABRICS
Grades 3 and 4

Ask pupils to list the type of clothing they would wear in each season. Then, ask them to look through newspaper clothing ads and make a list of all the different fabrics from which clothes are made.

a. Identify each fabrics as manmade, natural fiber or animal skin.
b. Classify clothing pictures according to seasons.

WEATHER, WEATHER SYMBOLS
Grades K and 1

Review the weather report with your class every day, listing key vocabulary words, such as "cold" or "sunny" on the chalkboard. After several weeks, ask pupils to help you read the weather report.

a. Select an appropriate flannel board weather symbol to illustrate the day's weather.
b. Dress a flannel board child with the proper clothing.

WEATHER, CLOTHING
Grades 1-3

Ask children to make a poster display showing the type of clothing a person would wear in each type of weather (rain, snow, sun, hot, cold, etc.) Look through the newspaper clothing ads to find appropriate clothing.

WHO CARES ABOUT THE WEATHER?

Grades K-2

Discuss with students why weather reports are important to:

- school children
- mothers and fathers
- farmers
- truck drivers
- airplane pilots
- etc.

WEATHER WITH METRICS

Grades K-4

In giving daily classroom weather reports, be sure to include celsius readings. After several weeks, give reports ONLY in celsius. Ask children to guess what kind of clothing they will need, based on the day's temperature.

WEATHER WORDS

Grades 1-3

Ask children to study the newspaper weather report and make a list of as many weather words as they can.

a. Add weather words to weekly spelling lists.
b. Use weather words with bulletin board displays.
c. Have children illustrate weather words.
d. Select a child to read the weather report to the class once a day.

GRAPHS, TEMPERATURE

Grades 3 and 4

Have pupils graph the high and low temperature for their city or other cities throughout the United States.

a. Graph temperatures using red for high and black for low.
b. Teach pupils how to read graphs and find correlations between temperatures.

COMMUNICATION

Grade 4

Early man devised his own system of communication, including cave painting, sign language and simple

vocal utterances. Have your class look around the classroom and through the newspaper to find examples of today's communication system. How does the daily newspaper help man communicate?

ECOLOGY, CONSERVATION

Grade 4

Pupils interested in conservation and wildlife might enjoy making scrapbooks of Mark Trail color comics clipped from the Sunday Call-Chronicle. Comic strip scrapbooks can be kept as part of the class library.

Students might also use Mark Trail comic strips as examples for their own comic strips about conservation or ecology.